



UNIVERSITY OF SANTA CLARA
1972-73 BULLETIN
GRADUATE SCHOOL
OF HUMANITIES

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UNIVERSITY OF SANTA CLARA

**GRADUATE SCHOOL OF
HUMANITIES 1972-73**





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GRADUATE SCHOOL OF HUMANITIES CALENDAR 1972-73*†

Fall Term, 1972

Wednesday, September 20	Registration.
Thursday, September 21	Instruction begins.
Wednesday, September 27	Late registration ends; last day for adding new courses.
Wednesday, October 4	Last day for filing candidacy for degrees to be conferred in Dec., 1972.
November 23 and 24	Thanksgiving holidays.
December 4 to 8	Final examinations for fall term, 1972.
Tuesday, December 12	Final grades due in Registrar's office.

Winter Term, 1973

Wednesday, January 3	Registration.
Thursday, January 4	Instruction begins.
Wednesday, January 10	Late registration ends; last day for adding new courses.
Friday, January 12	Martin Luther King holiday.
Monday, February 19	George Washington holiday.
Monday, February 26	Last day for filing candidacy for degrees to be conferred in June, 1973.
March 14 to 20	Final examinations for winter term, 1973.
Thursday, March 22	Final grades due in Registrar's office.

Spring Term, 1973

Monday, April 2	Registration.
Tuesday, April 3	Instruction begins.
Monday, April 9	Late registration ends; last day for adding new courses.
Friday, April 13	Last day for submitting theses for degrees to be conferred in June, 1973.
Friday, April 20	Good Friday holiday.
Monday, May 28	Memorial Day holiday.
June 11 to 15	Final examinations for spring term, 1973.
Saturday, June 16	122nd Commencement.
Tuesday, June 19	Final grades due in Registrar's office.

Summer Session, 1973

Friday, June 22	Registration.
Monday, June 25	Instruction begins.
Friday, August 3	Last day of classes.

* All dates are inclusive dates.

† Graduate students taking undergraduate courses must follow the undergraduate calendar.

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HISTORICAL PERSPECTIVE

On January 12, 1777, six months after the signing of the Declaration of Independence, a cross was planted at a site in the present city of Santa Clara by a Franciscan Padre, Tomas de la Pena, to mark the founding of the eighth of California's original twenty-one missions, Santa Clara de Assis.

Three quarters of a century elapsed before the University of Santa Clara or Santa Clara College as it was first known, opened its doors as an institution of higher learning. In the intervening years, however, the Mission served as a spiritual center and school for the Indians.

In 1851, the new Dominican bishop of San Francisco, Joseph Sadoc Alemany, asked the Jesuit Father John Nobili, formerly of the Oregon Missions, to begin a college at the Mission of Santa Clara. During the first academic year, 1851-52, Father Nobili and a faculty of three other Jesuit priests and four competent lay professors gave instruction to twenty-six students in arts, sciences, music and drama.

April 28, 1855, Santa Clara College received its charter from the State of California in full legal approbation of the school's academic functions. Slow but steady growth followed and distinguished graduates became prominent members of California life. However, it was not until the Schools of Law and Engineering were founded in 1912 and the courses in the Humanities and Sciences were expanded that the College became the University of Santa Clara.

Meeting the demands of urban growth in the Santa Clara Valley, the courses in commerce and finance were likewise amplified in 1926 and the University's School of Business Administration began. The Graduate School of Business was started in 1958 in recognition of the continuing important growth of the region as a business and financial center.

From the 1930's through World War II, the University's enrollment was relatively small. With the return of many war veterans came an enlarged student body, new resources and an expanded curriculum that led Santa Clara into a new era of rapid growth and development.

From the post-war period to the present time, the face of the campus has been changing and expanding. Eighteen new buildings costing approximately \$15 million have been added on the 67-acre campus. Today, the University has total assets of more than \$55 million and an annual budget of some \$15 million.

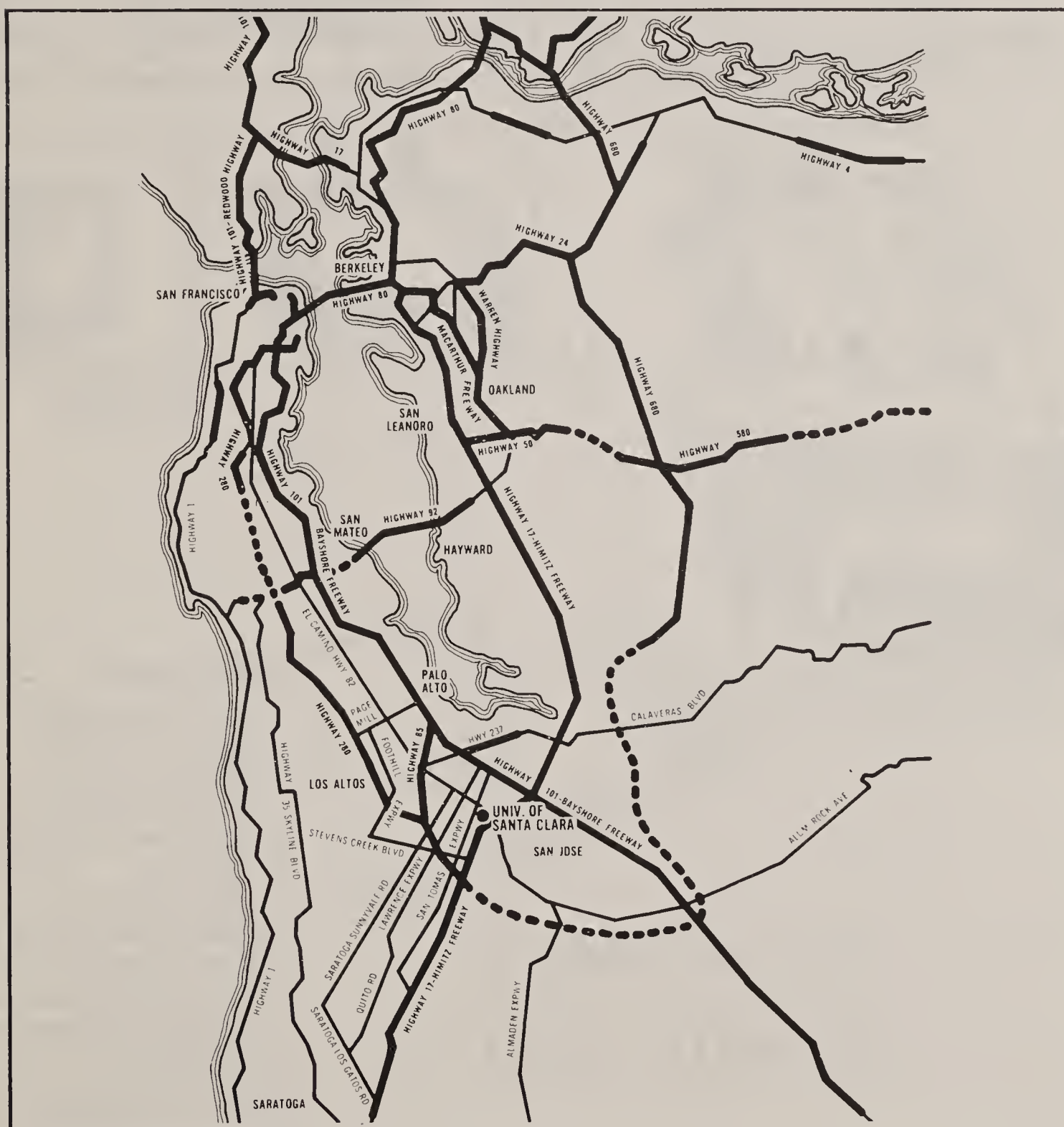
In 1961, the University announced a major change in policy and accepted women students for the first time. Now fully coeducational, the undergraduate student body numbers 3,255 which includes 1,179 women. The Law School and graduate programs in education, engineering, business, history, mathematics and English bring the total enrollment to 6,085.

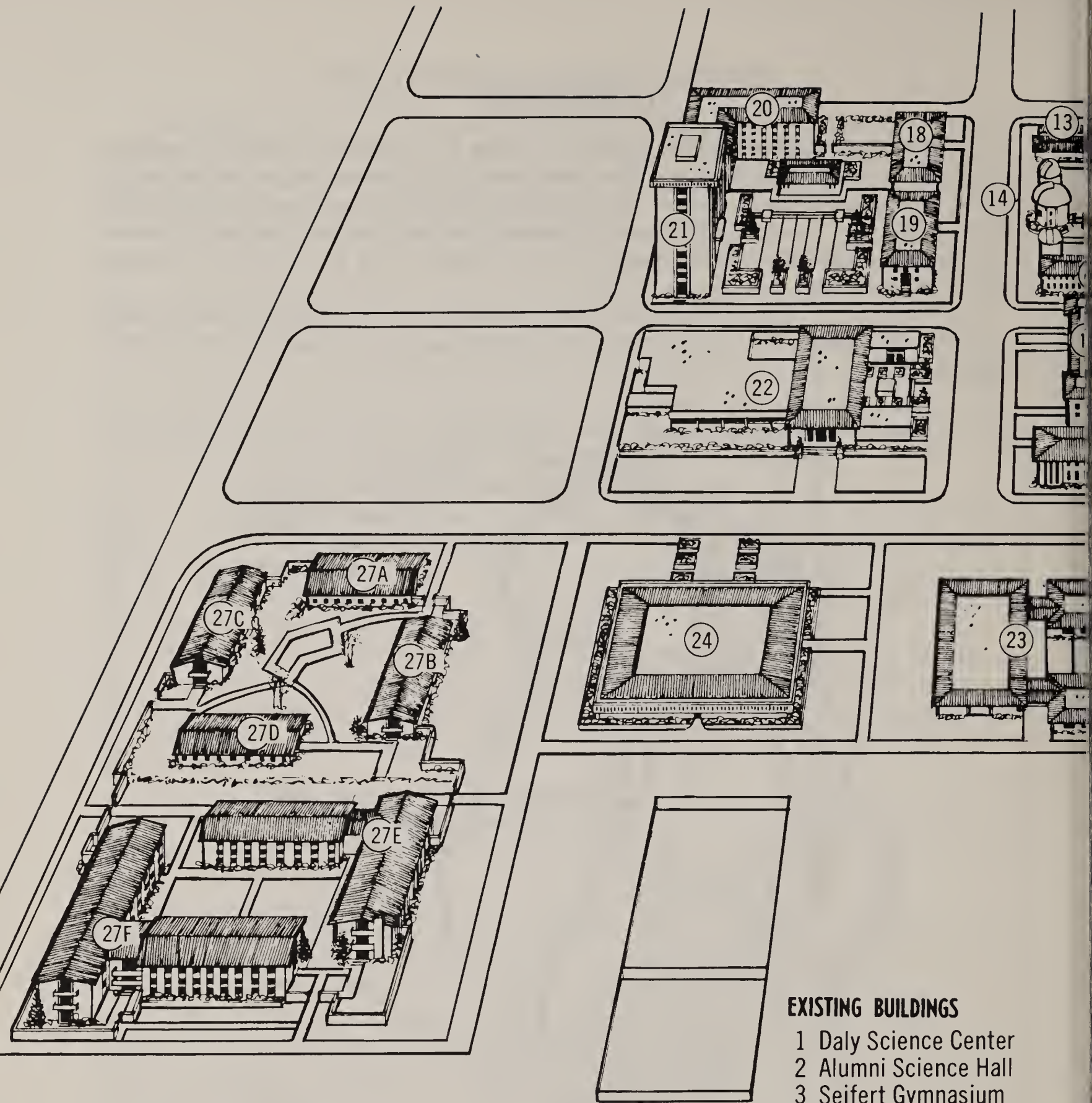


LOCATION

The University of Santa Clara is 46 miles from San Francisco near the southern tip of the Bay. Railroad and bus and car transportation by freeway places the renowned cultural and entertainment centers of San Francisco, Berkeley, Oakland and Marin County within one hour's travel. In the opposite direction are the beaches of Santa Cruz, and less than two-hours drive from the campus is the world-famed Monterey Peninsula and Carmel.

The University is accessible by all major railroads, and by major airlines via San Jose Municipal Airport just three miles away and via San Francisco and Oakland International Airports.

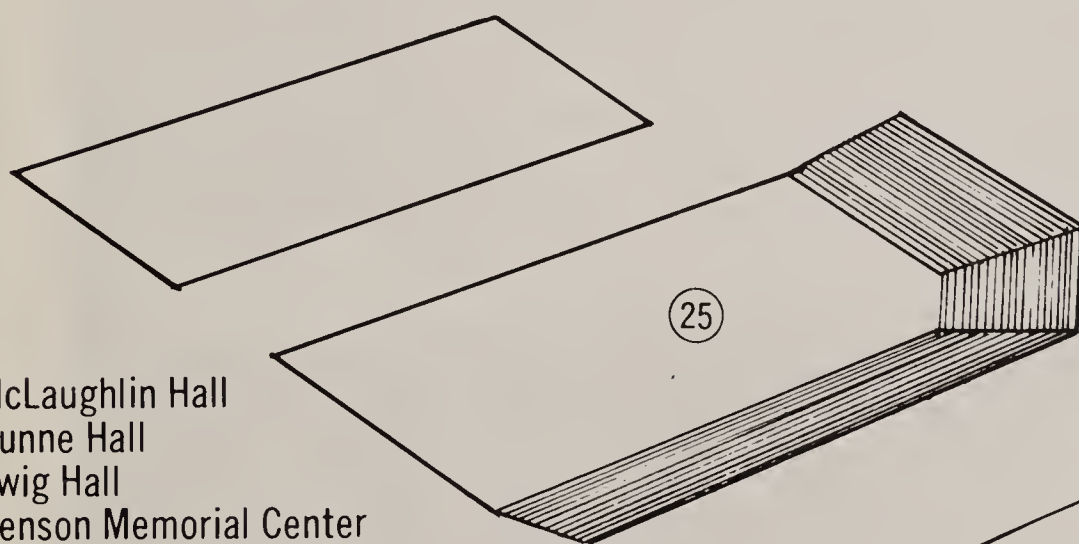
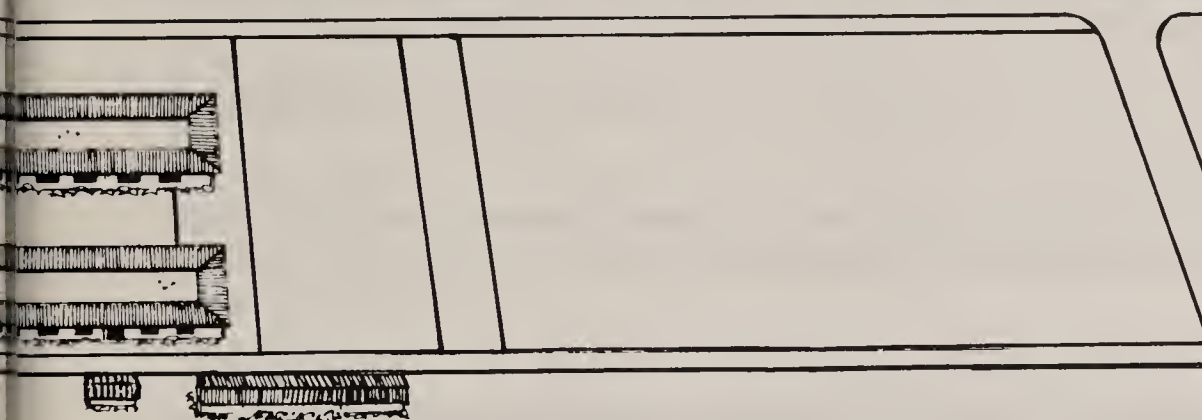
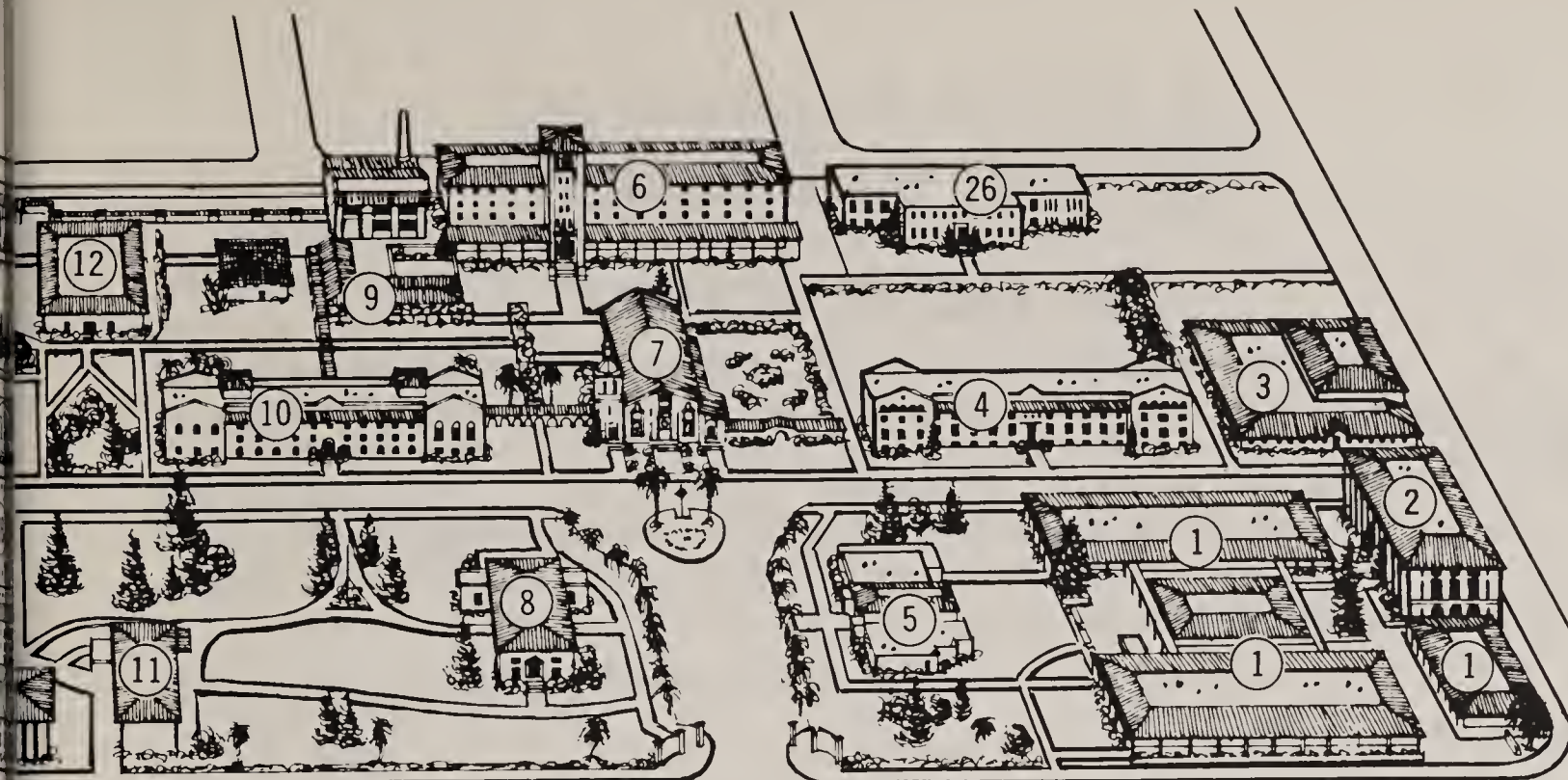




THE UNIVERSITY OF SANTA CLARA

EXISTING BUILDINGS

- 1 Daly Science Center
- 2 Alumni Science Hall
- 3 Seifert Gymnasium
- 4 O'Connor Hall
- 5 De Saisset Art Gallery
- 6 Nobili Hall
- 7 Mission Church
- 8 Walsh Administration Building
- 9 Faculty Club
- 10 Jesuit Faculty Residence
- 11 Heafey Law Library
- 12 Varsi Hall
- 13 Service Building
- 14 Ricard Observatory
- 15 Donohoe Infirmary
- 16 Kenna Hall - Business
- 17 Bergin Hall
- 18 Walsh Hall



- 19 McLaughlin Hall
- 20 Dunne Hall
- 21 Swig Hall
- 22 Benson Memorial Center
- 23 Sullivan Engineering Center
- 24 Orradre Library
- 25 Shaw Stadium
- 26 Montgomery Laboratories
- 27 Graham Residence Center

- A Strub Hall
- B Swig Hall
- C O'Neill Hall
- D Hancock Hall
- E Campisi Hall
- F Sanfilippo Hall

General Information

AIMS AND OBJECTIVES

The University of Santa Clara is an institution of higher learning founded by the Jesuit Fathers in 1851. The University is governed by a Board of Trustees of laymen and Jesuits.

Its principal objective is to provide superior undergraduate education in the liberal arts, in the sciences and in the professions of business and engineering to a student body of limited size and of high ability.

It also offers selected graduate programs in business, engineering, law and humanities and sciences.

It presents programs in theology, scripture, and other religious studies which include the major religious traditions but with emphasis on the Catholic tradition.

It encourages research as an important part of graduate and undergraduate education.

It encourages experimentation and innovation in teaching methods and curriculum to make the education more relevant to contemporary society and the needs of modern man.

It welcomes professors and students of all races, religions, and national origins.

It provides special assistance to disadvantaged students, not only to help solve social injustice, but also to diversify the student body in a way that will better prepare all the students to contribute to a pluralistic society.

Within this diversity it offers the opportunity for spiritual growth in private life and in the Christian community and worship which it fosters.

It is a scholarly community in which students, professors and administrators, united in the search for truth, are actively involved in the formulation and implementation of institutional policy, and share responsibility for creating and maintaining an atmosphere in which all have freedom to learn, freedom to inquire and freedom to express themselves.

Santa Clara recognizes the importance of bringing to students, professors and the community at large, current and influential thought from the mainstream of contemporary life in philosophy, literature, science, the arts, politics, religion and other cultural areas through public discussion, seminars, conferences and exhibitions. These will not necessarily reflect the University position, nor agree with majority opinion, and they will not constitute an endorsement since they may represent divergent views.

Board of Trustees
University of Santa Clara
November 19, 1968

THE GRADUATE SCHOOL OF THE COLLEGE OF HUMANITIES

Although the College of Humanities of the University of Santa Clara considers its primary purpose to be that of providing the very best liberal education for the undergraduate student, it also recognizes the growing need in society for advanced professional and graduate degrees, especially in the field of general education.

Graduate study, therefore, in the College of Humanities is designed to qualify candidates for a California Teaching Credential, the Standard Designated Credential with specialization in Pupil Personnel Service, the Master of Arts in Education, the Master of Science degree in the Teaching of Mathematics, and the Master of Arts in English and in History.

The Master of Arts in Education includes specialized programs in the teaching of English, French, History, Reading, and Spanish, as well as in Counseling and Guidance (Pupil Personnel Services).

The Master of Arts programs in English and in History are designated to provide the candidates with a comprehensive knowledge of their subject fields and to instruct them in the techniques of scholarly research. Successful candidates ordinarily proceed to faculty appointments in the community college or to doctoral studies at another institution.

The Master of Science in the Teaching of Mathematics is a program offered conjointly by the departments of Education and Mathematics and is designed for both prospective and experienced teachers of Mathematics in secondary education and in community colleges.



COUNSELING SERVICES

A variety of counseling services are conveniently available to all students. The University Chaplain and his assistants provide religious guidance in personal interviews. The deans of the Colleges and Schools and the professors of the student's major department usually provide for the academic counseling of the students.

The University Counseling Center is complementary to, and supportive of, the total university counseling, guidance and advisement effort. A professional staff of psychologists and guidance specialists is available to aid the students in dealing with academic, occupational planning, and personal-social problems which may confront them as maturing men and women. Counseling and testing procedures are used that are appropriate to the student's needs. The fundamental objective of these services is to enable the student to use his own resources in dealing with the problems he confronts.

STUDENT HOUSING

The University maintains twelve dormitories for undergraduate students living on campus, six for women and six for men. These provide as homelike an atmosphere as possible within the framework of the University's educational requirements.

Dormitory space is open to graduate students only on a space-available basis after undergraduate requirements have been met. Inquiries should be sent to: Director of Housing, University of Santa Clara.

SUMMER SESSION

Graduate-level summer courses in the College of Humanities are offered by the Departments of Education, History, English and Spanish.

Institutes and workshops of one to seven weeks duration are presented in education, counseling, writing, mathematics, political and social science. These are of particular value to teachers and graduate students.

Further information may be obtained from the Summer Session Office.

UNIVERSITY ACCREDITATIONS AND MEMBERSHIPS PERTINENT TO THE GRADUATE SCHOOL OF HUMANITIES

Accredited by the Western Association of Schools and Colleges

Member American Council on Education

Member Council of Graduate Schools in the United States

Member Association of American Colleges

Accredited by the California State Board of Education

RIGHTS RESERVED

The curriculum and regulations affecting students may be revised at any time at the discretion of the University administration.

Graduate Programs Admissions Information

GENERAL ADMISSION REQUIREMENTS

Admission to the Graduate School of Humanities is open to students who hold a bachelor's degree from an accredited institution of higher learning, who have demonstrated superior scholastic aptitude, and who have given evidence of good citizenship and of moral character.

Demonstration of superior scholastic aptitude is determined by the Committee on Admissions according to the following norms:

1. For the Master of Arts in English or in History, the applicant must have earned a 3.00 grade point average, on a four-point scale, in all upper division work. Normally, he should have better than a 3.00 in his major.

2. For the Master of Arts in Education, and the Master of Science in the Teaching of Mathematics, the applicant must have earned a 3.00 grade point average in all upper division work.

3. For a teaching credential, the applicant should have earned a 3.00 in his major.

A substantial amount of previous graduate work with a 3.00 grade point average will in certain cases compensate for a grade point deficiency in undergraduate work.

A student who has been disqualified in any college or school of the University of Santa Clara is ineligible for admission to the College of Humanities.

Foreign students must demonstrate ability to speak and write English fluently and correctly.

Evidence of good citizenship and moral integrity is ordinarily provided by letters of recommendation. Such letters are not required of applicants holding a bachelor's degree from the University of Santa Clara.

Admissions Process

The applicant should file his application form at least three months before the registration day of the term in which he wishes to begin his graduate study. For the fall term, this means by July 1; for the winter term, by October 1; for the spring term, by January 1; for summer session, by March 1.

No action can be taken by the Committee on Admissions until official transcripts of the applicant's previous academic work have been received. Absolutely essential are transcripts from the institutions which awarded the applicant his bachelor's degree and those from institutions in which the applicant has done graduate study. The applicant is responsible for seeing that these transcripts are sent directly to the Office of the Dean of Graduate School of Humanities by the deadlines mentioned above.

Once the application form and transcripts have arrived, the Committee on Admissions will accept or reject the applicant. Notice is sent by mail at once. No specific reasons will be given in the case of rejection and no information will be given by telephone.

Non-matriculated or special students, i.e., those not seeking a degree from the University but wishing to take certain courses in the Graduate School, should file special admission forms in the Office of the Dean at least three weeks before the beginning of the term. A five-dollar service fee will be charged to cover costs of keeping records.

ENTERING NEW COURSES

Students may enter a course for the first time only during the first week of classes of the term.

TRANSFERRAL OF CREDIT

Up to 10 quarter units of graduate credit may be transferred into a degree program at Santa Clara from another accredited institution, provided that they have been taken as graduate work, no less than a B grade was earned, and will fit the requirements of one of the described degree programs.

LEAVE OF ABSENCE OR WITHDRAWAL

When a student withdraws from the University or from a class, he must fill out a Withdrawal Form and report to the Director of the Graduate Division. This cannot be done by mail or by telephone but must be done in person.

A matriculated student who interrupts his course of studies for up to one year should file a leave-of-absence form. He need not re-apply on his return. *Summer session is not considered a "term."*

A matriculated student who interrupts his course of studies for more than one year must withdraw from the University. In order to return, he must file a new application form, but without fee. Such application forms should be filed at least one month before term registration.

Withdrawal and leave-of-absence forms are obtainable in the Office of the Registrar. Students who interrupt their course of studies and fail to file a withdrawal form are liable to be refused re-admission.

Non-matriculated or special students must file forms in the Office of the Dean each and every time they wish to register for a term.

INCOMPLETES

A student's work may be reported incomplete if, due to unavoidable circumstances, some essential portion of his work in the course remains unfinished after the final examination. An incomplete becomes a failure unless the unfinished work is completed to the satisfaction of the instructor within a period of one year.

GENERAL REQUIREMENTS FOR A GRADUATE DEGREE

The minimum number of graduate quarter-units of credit required for the Master of Arts degree or for the Secondary Credential is 45. Course requirements are described under each program heading in the following pages.

For the Master of Arts degree, for the M.S.T.M. and for the Secondary Credential the candidate must maintain a 3.00 grade point average.

Any student who fails to maintain the required grade point average may be disqualified.

No more than ten quarter-units of credit earned as a non-matriculated student may be applied toward a degree program.

No student will be permitted to carry more than 16 graduate quarter hours in a single term. No student may carry more than 10 quarter hours during the summer session at Santa Clara. Any student carrying less than nine quarter hours will be considered a part-time student.

All requirements for any degree must be completed within a five-year period.

CHALLENGING COURSES

Under certain conditions, with the approval of the instructor, program director, and dean, students may challenge a course. Credits earned by challenge, however, will not fulfill degree or credential requirements.

MARKING SYSTEM

A student's grade of scholarship is given according to the following marks:

A	Excellent	D	Inferior	P	Pass
B	Good	F	Failure	N/P	No credit
C+	Above Average	I	Incomplete		
C	Satisfactory	W	Withdrawal		

To determine a numerical average, 4 grade points are assigned for each A, 3 for a B, 2.5 for a C+, 2 for a C, 1 for a D, and 0 for an F. To arrive at the grade-point average, the total earned grade points are divided by the number of courses which have been undertaken. A C average is 2.0.



GRADUATE PROGRAMS DEPARTMENT OF EDUCATION THE TEACHER EDUCATION PROGRAM

Director: Jo Ann Vasquez, Ph.D., Assistant Professor of Education

Purpose

The Teaching Credential Programs are designed to meet California State Credential requirements for teaching grades K through 12. The University of Santa Clara is accredited by the California State Board of Education to recommend qualified candidates for standard teaching credentials.

Please note the distinction between the *Pre-Service* Teaching Credential Program and the *In-Service* Teaching Credential Program:

The *Pre-Service* program is designed for undergraduate and graduate students who have not had teaching experience nor have completed a course in directed teaching. The student must begin this program in the fall quarter.

The *In-Service* program is typically used by teachers who have already completed their directed teaching or have been employed as teachers for at least two years in private schools so that they qualify for a partially fulfilled credential but need additional graduate work to complete the necessary postgraduate year (45 quarter units beyond the B.A.). Completion of Santa Clara's *In-Service* Teaching Credential Program will assure the student a cleared credential for teaching in grades K through 12 in the State of California.

Admission Requirements (for Graduate Students)

1. Examination of transcripts to determine if candidate has:
a bachelor's degree from an accredited college.
a teachable major and work in supporting areas
coursework covering the American Constitution
a 3.00 grade-point average in the major.
2. Individual interview by members of the Teacher Education Program Committee and/or experienced teachers in the field, University of Santa Clara professors from the student's major field, etc.
3. A program of studies for each individual student that includes Educational Foundations and Directed Teaching will be formulated in consultation with the Director of Teacher Education.

Deadline for Admission: July 1, 1972, for Fall entry.

Pre-Service Program

The Pre-Service program is designed to maximize experience in the schools, and to integrate theory and practice. The program requires enrollment as a full-time student and includes 1) experience in the classroom, 2) foundations core studies, and 3) supportive course work to meet specific needs. Courses required of *all Pre-Service Students*:

ED320, 321, 322

The experimental sequence provides for full-morning observation and par-

ticipation in classrooms as teacher-aides and student teaching throughout the program, which enables the student to relate theory and practice.

ED350, 351, 352

This team-taught foundations sequence draws from the disciplines of philosophy, psychology, curriculum, and communications, as attention is focused on topics related to the teaching-learning process.

ED284

This is a course in the curriculum and instruction of reading at both the elementary and secondary levels.

Additional courses will be required according to level of specialization.

Elementary School Specialization:

ED285—Children's Literature

ED201—Remedial Reading I

ED280—Curriculum in the Elementary School

(Elementary Specialists must have taken coursework in modern math/calculus.)

Secondary School Specialization: (choose one of the following)

ED208, 209, 210, 211, 212, etc.

Specialized curriculum courses in the teaching of English, Mathematics, Spanish, Social Sciences, French, etc., designed for the secondary teacher with those majors.

and

one elective in a supportive academic area.

In-Service Program

A program of studies for each individual student will be formulated in consultation with the Director of Teacher Education. The program *will not* include the educational foundations sequence (ED350, 351, and 352) or the experience sequence (ED320, 321, and 322), but will include sufficient quarter units to total 45 quarter units beyond the B.A. degree. The student may wish to consider applying for admission into one of Santa Clara's M.A. programs.

The program may be completed on a part-time basis as all courses for the In-Service program are offered late afternoon and evenings.

Applications are accepted for admissions during any quarter.

Courses Required for All In-Service Students:

ED270	Basic Issues in Education	}	Select one of these.
ED271	School and Society		

ED216	Psychology of Individual Behavior	}	Select one of these.
ED217	Social Learning Theory		
ED218	Psychology of Development		

Additional courses to complete a total of 45 quarter units may be selected from the following courses:

Elementary Curriculum

ED280 Curriculum in the Elementary School

- ED284 Elementary Reading
- ED310 Independent Study

Secondary Curriculum—"Curriculum & Instruction" in—

- ED206 The Secondary School
- ED208 English
- ED209 Mathematics
- ED210 Spanish
- ED211 Social Science
- ED212 French

Foundations

- ED108 History of Education
- ED111 Philosophy of Education
- ED119 Psychology of Education
- ED259 Sociology of Education

Additional Courses

- ED200 Psychology of Interpersonal Communications
- ED216 Psychology of Individual Behavior
- ED217 Social Learning Theory
- ED218 Psychology of Development
- ED220 Research Methodology
- ED226 Principles & Procedures in Guidance
- ED230 Guidance of Exceptional Individuals
- ED285 Children's Literature
- ED286 Adolescent Literature

Any upper-division work in academic areas.



THE MASTER OF ARTS IN EDUCATION

The Master of Arts in Education is a professional degree in Counseling Psychology and Guidance, Reading, and in the teaching of English, French, History and Spanish. The Master of Science degree in the Teaching of Mathematics is an equivalent degree in the teaching of secondary school mathematics.

For the prospective counselor, the Master of Arts Degree in Education with specialization in Counseling Psychology and Guidance is designed to meet requirements for the State Credential in Pupil Personnel Services for counseling at the elementary, secondary and junior college levels in public schools. In addition, the program also provides for the training of those who wish to counsel in related fields and are pursuing the Master's degree as part of their professional preparation.

For the prospective teacher in secondary schools, the Master's degree program is intended to meet California State teaching requirements and to include additional course work in the teaching major. As a graduate program for teachers who already hold the State credential, the Master's Degree in Education provides a concentration in the candidate's teaching field and a specified core of graduate courses in professional education.

Specific requirements and prerequisites in each teaching subject of the Master of Arts in Education degree are listed below.

English

Director: Robert H. Meyer, Ph.D., Assistant Professor of English

Prerequisites

An Undergraduate English major or at least 30 quarter hours of credit in upper-division English courses, including courses in Chaucer, Shakespeare, American literature, and period surveys in English literature; a state secondary teaching credential; the equivalent of two years of full-time teaching or 60 quarter hours of graduate work (15 quarter hours beyond the 45 quarter hour minimum for the M.A.); a 3.00 g.p.a. in all upper-division work.

Requirements

1) A minimum of 25 quarter units of graduate credit in English beyond the normal requirements for the undergraduate major in English. Three of the five-unit courses must be graduate courses (200's); the other two may be upper-division undergraduate courses (100's). Required are: English 104 or 105 or 106 or 202; 101 or 102 or 103; 173 or 174; and any two other graduate seminars. Students may transfer up to 10 quarter hours of graduate work into the program. Candidates who wish to apply for a Community College Credential must take two more graduate seminars in English and one more upper-division course in English in order to exceed the state requirement (36 qtr. hrs.—a minimum of 18 hrs. in graduate seminars and no more than 18 hrs. in upper-division courses).

2) *Education Requirements:* 12 quarter hours.

Psychological Foundations Core (select one course):

ED216 Psychology of Individual Behavior (3)

ED217 Social Learning Theory (3)

ED218 Psychology of Development (3)

Social-Philosophical Foundation Core (select one course):

ED270 Basic Issues in Education (3)

ED271 School and Society (3)—Prerequisite: ED270 or equivalent.

The remaining six-quarter units may be elected from any of the graduate-level courses in Education.

French

Director: Christian L. van den Berghe, Ph.D., Assistant Professor of French

Prerequisites

An undergraduate major in French or the equivalent of 40 quarter units of upper division courses in French, including a course in French Applied Linguistics (i.e. French 185). A 3.0 grade point average in upper division work and in French. Students who have not completed all the prerequisite courses may be admitted to the program, but they will be obligated to make up these prerequisites before completion of the program. All candidates must demonstrate full proficiency in French prior to admission.

Requirements

1) *French:* 25 quarter units beyond the undergraduate requirements for the major. Fifteen of these units must be in graduate courses (200's).

2) *Credential:* Completion of any requirements for the teaching credential by those candidates who do not already hold a California teaching credential.

3) *Education:* 12 graduate quarter units including 3 units in the psychological foundations (ED216, or 217, or 218); 3 units in the social-philosophical foundations (ED270 or 271); 6 units of electives in graduate education courses (200's).

4) *Experience:* Two years of full time teaching (or the equivalent). This experience might combine teaching prior to being admitted in the M.A.T. program and teaching done concurrently with the degree.

For those candidates with no teaching experience beyond the practice teaching: a minimum of 15 additional quarter units of electives beyond the requirements listed above, to be selected in French, or in the area of the teaching minor (i.e. in another language . . .), or in another field strengthening their preparation as French teachers (i.e. Linguistics, European History, French Culture, etc. . . .).

History

Director: Miles M. Merwin, Ph.D., Assistant Professor of History

Prerequisites

A state secondary teaching credential; a bachelor's degree with a major in History or 30 upper division quarter units in History; two year's experience of full-time teaching or equivalent.

Requirements

1) *History:* A minimum of 25 units beyond the normal requirements for the undergraduate major. Fifteen of these twenty-five must be in graduate courses (200's); the remaining ten may be in upper division. Those seeking community college credentials must also take two additional 200 level courses and one additional 100 level course. Up to ten units of graduate work in History may be transferred into the program.

2) *Education*: As part of the 12 unit requirement in Education, at least one course in each of the following core areas is necessary: *Psychological Foundations* (select one): ED216: Psychology of Individual Behavior; ED217: Social Learning Theory; ED218: Psychology of Development; *Social-Philosophical Foundations* (select one): ED270: Basic Issues in Education; ED271: School and Society. The remaining 6 units necessary to complete the Education requirement may be selected from any of the graduate courses (200's) in Education.

Reading

Director: Iris M. Tiedt, M.A., Assistant Professor of Education

Prerequisites

State teaching credential.

Requirements

Forty-five units beyond the credential. Required courses in the professional sequence are: English 101: Introduction to Linguistics; Education 201: Remedial Reading I; 202: Remedial Reading II; 284: Elementary Reading; 285: Children's Literature; 286: Adolescent Literature; 288: Research in Reading.

Required in the foundations sequence are: 270: Basic Issues in Education, or 271: School in American Society (prerequisite: 270 or equivalent); also one course chosen from these three: 216: Psychology of Individual Behavior; 217: Social Learning Theory; 218: Psychology of Development.

Electives in this professional degree program for the training of teachers of reading in elementary and secondary grades can amount to thirteen units. These are chosen from graduate-level courses in Education, including 310: Independent Study.

Variations in the program which seem appropriate for an individual's mastery of the teaching of reading may be proposed to the Director.

Spanish

Director: Andrew I. Rematore, Ph.D., Associate Professor of Modern Languages

Prerequisites

An undergraduate major in Spanish, or a minimum of 40 quarter units of upper division courses in Spanish, including two courses in Spanish Applied Linguistics (Span. 175 and 176 or equivalents). Students who have not completed the prerequisite courses may be admitted to the program, but they will be obligated to make up these prerequisites before completion of the program. All candidates must demonstrate full proficiency in Spanish prior to admission.

Requirements

1) *Spanish*: An additional 25 quarter units of credit beyond the undergraduate requirements for the major, to be taken at Santa Clara regardless of transfer credit. Fifteen of these units must be in graduate courses (200's).

2) *Credential*: Completion of any requirements for the teaching credential by those candidates not already holding a valid California teaching credential.

3) *Education*: Twelve quarter units in education courses, including three units selected from the social-philosophical foundations courses (ED270 or 271), three from

the psychological foundations courses (ED216, 217 or 218), and six units of electives in graduate education courses (200's).

4) *Experience*: Two years of full-time teaching experience, or a minimum of fifteen quarter units of work beyond the requirements listed above, as determined by the program director.

Counseling Psychology and Guidance

Director: William W. Yabroff, Ph.D., Associate Professor of Education

Prerequisites

- 1) Admission to the graduate division, College of Humanities.
- 2) At least one year's post bachelor's degree experience in teaching or in related people-oriented activities such as probation, mental health, peace corps, pastoral service, nursing, etc. The academic training program in counselor education should take on more significant meanings when the candidate is able to relate to his working milieu.

Requirements

Candidates for the Master's Degree and/or the State Credential in Pupil Personnel Services are required to complete a minimum of 45 quarter units. If the candidate's background in psychological or educational foundations is weak, or if adequate previous experiences is lacking, additional units up to 60 may be required. Courses are selected by the student and advisor with the ultimate professional goal of the student in mind.

Candidates whose professional goals include counseling in the public school setting will find listed below the program requirements leading to the Standard Designated Services Credential in Pupil Personnel Services. Candidates wishing the Master's Degree only as a step in preparing for counseling in related areas, such as probation, pastoral counseling, employment counseling and marriage and family counseling, etc., will also find course requirements listed below.

<i>Course Areas</i>		<i>Required for M.A. & State Credential Courses</i>	<i>Required for M.A. only Courses</i>
Interpersonal Relationships			
ED200, 219, 227		3	3
Individual Behavior			
ED216, 217, 218, 300	ED300 +	1	1
Community and School			
ED226, 259, 301, 308, 309, 349, 355	ED226 +	1	1
Research and Evaluation			
ED220, 221, 307		2	ED220
Remedial and Special Problems			
ED201, 202, 230, 231, 232, 284		1	1
Social and Philosophical Foundations			
ED270, 271		1	—
Supervised Field Experience			
ED 330, 331		1	—

A grade-point average of 3.00 (B or better) is required in the Interpersonal Relationship course area irrespective of grades earned in other courses. Students falling below a B in this area will be disqualified from the program. A 3.00 (B or better) grade-point average is required in all other course areas. Students falling below this average will be placed on probation with the understanding that the deficiency will be compensated for by the next quarter, in which event the student will be allowed to continue in the program.

For sequencing of courses and program planning, consult with your advisor. Due to current legislation bearing on the State Credential in Pupil Personnel Services, requirements for the credential are subject to modification. The department will keep you informed should modifications occur.

MASTER OF SCIENCE IN TEACHING MATHEMATICS

Director: David E. Logothetti, M.A., Assistant Professor of Mathematics and Education

Prerequisites

An undergraduate major in Mathematics or a substantial minor (an elementary calculus sequence plus at least two upper division mathematics courses).

Requirements

1) Mathematics: 35 quarter units of approved upper division or graduate Mathematics courses, including 172: Problem Solving; 270-271: Advanced Topics for Secondary Teachers; and 290: Thesis.

2) Education: Ten quarter units, including ED-209 Curriculum & Instruction in Mathematics (5 units). *Prospective* teachers would normally select these units from ED-108 History of Education, ED-111 Philosophy of Education, ED-119 Psychology of education, ED-206. Secondary Curriculum & Instruction, ED-321 and ED-322 Directed Teaching, or ED-325 Internship Seminar. *Credentialed* teachers, on the other hand, would select from ED-218 Psychology of Development, or ED-275 Philosophic Backgrounds of Education, or any other upper division or graduate course.

3) Special provision will be made for students in the N.S.F. Summer Institute.

MASTER OF ARTS IN ENGLISH

Director: George J. Sullwold, Ph.D., Chairman, Department of English

Prerequisites

An undergraduate major in English or at least 30 quarter units of upper division courses in English and American literature, including courses in Chaucer, Shakespeare, period surveys, and literary criticism or theory.

Requirements

1) Courses: 45 quarter units of credit in English beyond the requirements for the undergraduate major. Twenty-five of these units must be in graduate courses or seminars (200's); the remaining 20 may be in upper division undergraduate courses (100's).

2) Language: The candidate must pass a written examination to demonstrate his reading knowledge of either French or German.

3) Examinations: He must pass a comprehensive examination in two periods of specialization. The titles he must prepare for the examination are given on the Graduate Reading List, copies of which are obtainable in the Office of the Director.

3) Thesis: All candidates for the Master of Arts in English must submit an acceptable thesis which may count as either 5 or 10 units of course work.



THE MASTER OF ARTS IN HISTORY

Director: E. Thadeus Flood, Ph.D., Chairman, Department of History

Prerequisites

An undergraduate major in History or its equivalent.

Requirements

1. Courses: 45 quarter units of graduate credit in History beyond the normal requirements for the undergraduate major. Twenty-five of these units must be taken in graduate courses (200s); the remaining 20 may be taken in upper division courses (100s).

2. Language: The candidate must pass a written examination to demonstrate his reading knowledge of either French or German, or the language of the area of specialization.

3. Examinations: The candidate must pass a written comprehensive examination.

4. Thesis: All candidates may choose to present a thesis rather than take the comprehensive examination. The thesis must be accepted by the Department and defended by the candidate. History 300 (thesis) may be substituted for 5 or 10 units of graduate course work.

Financial Information

TUITION AND FEES

Application Charge	\$ 20.00
This charge is to be sent with each application form and is not refundable.	
Registration Fee	5.00
This fee is payable each quarter of registration regardless of the number of units for which the student is registered. The fee is not refundable.	
Tuition, per graduate quarter unit	40.00
Tuition, per undergraduate term course	210.00
Graduation fee for those receiving the Master's Degree	25.00
Graduation fee for those receiving the teaching credential	15.00

Refund of Tuition

Any student withdrawing during the first week of the term; i.e., seven days after the first scheduled class meeting, will receive a refund of one-half of the tuition. No other refunds will be authorized. The date on which written notice of withdrawal is received by the Dean of the School of Humanities will determine the refund, not the date of last attendance by the student.

No refunds will be made by virtue of curtailment of services brought about as a result of strikes, acts of God, civil insurrection, riots or the threat thereof, or other causes beyond the control of the University.



FINANCIAL AIDS

Financial assistance at the University of Santa Clara is awarded on the basis of demonstrated leadership and character, superior academic record, and financial need. Assistance generally is categorized as scholarships, loans, deferred payment plans and jobs.

Loans

Because scholarships and grants are limited, many students applying for aid find the most advantageous method of financing their education through a loan program. Among those available to students of the Graduate School of Humanities are the National Defense Student Loan program, United Student Aid Funds Inc., and Federally Insured Loans. Application forms and further information may be obtained from the Office of Financial Aids, University of Santa Clara.

Scholarships and Fellowships

California State Graduate Fellowships. California residents who have need of monetary assistance and who intend to teach in higher education are eligible. These scholarships pay tuition and mandatory fees.

Edwin J. Brown Fellowship. A perpetual fellowship provided by a gift from Edwin J. Brown, Professor Emeritus of Education. This fellowship provides full tuition and cash proceeds from the endowment. It is awarded annually to a male, full-time graduate student in the Teaching Credential program.

Qualifications: Besides the conditions laid down by the donors, all scholarships administered by the University are subject to the following conditions:

1. In selecting students for scholarship benefits, evidence of financial need is required. From the applicants who satisfy this requirement, preference will be given to students with higher scholastic attainments.
2. A student who holds a scholarship must file a petition for renewal each year. Petitions for new or renewed scholarships by students already in attendance at the University must be submitted before January 15.
3. Scholarships may be cancelled at any time for serious infractions of the rules and regulations of the University.
4. As a general rule, undergraduate applicants receive priority considerations for the different financial aids for which both graduate and undergraduate students are eligible to apply.

Assistantships and Internships

1. Teaching assistantships are available to a limited number of candidates for the Master of Arts in English. The teaching assistant instructs in Freshman English and receives in return remission of tuition and an annual stipend of \$2,000. Application must be made directly to the Chairman of the Department of English, after acceptance in the Graduate School, by March 15.

2. Teaching internships are available to a limited number of candidates for the Master of Arts in Education in the Teaching of French or Spanish. Application should be made to the director of each program.

3. Internships are available to candidates for the Master of Science in the Teaching of Mathematics. Apply to the director.

4. Internships that are district-initiated are possible. All arrangements, including working hours and courses of study, are planned in consultation with representatives from the Department of Education and from the employing school district. Contact the Chairman of the Department of Education.



Courses

EDUCATION

Graduate Courses

200. PSYCHOLOGY OF INTERPERSONAL COMMUNICATIONS (3)

A basic course in inter-personal communication theory and process with laboratory skill training in effective listening and sending, group discussion techniques, problem solving and conflict resolution. Enrollment limited.

201. REMEDIAL READING I (4)

This course is designed to develop the skills needed to serve as an effective teacher of reading and to help one be resourceful in the development of an effective reading program. It is intended to provide a useful framework for sequentially objective instruction, related assessment, and prescriptive teaching procedures. An understanding of the conditions of learning as they apply to learning in general and reading specifically.

202. REMEDIAL READING II (4)

Laboratory experience and experimentation in the remediation of reading difficulties. 201 or permission of instructor is prerequisite.

206. CURRICULUM AND INSTRUCTION IN THE SECONDARY SCHOOL (5)

An overall view of the secondary school curriculum. The teacher's role in curriculum development. Trends and innovations at the secondary level. Exploration of instructional methods and materials including varied media. Evaluation of pupil learning. Observation in junior and senior high schools.

208. CURRICULUM AND INSTRUCTION IN ENGLISH (5)

Techniques of selecting and organizing secondary curricula of instructing pupils, of using instructional materials, including audio-visual aids, and of evaluating pupil learning.

209. CURRICULUM AND INSTRUCTION IN MATHEMATICS (5)

Analysis of goals and objectives in secondary mathematics education, with emphasis on behavioral objectives. Study of relevant methods, materials and evaluation.

210. CURRICULUM AND INSTRUCTION IN SPANISH (5)

Analysis of Spanish program in secondary curricula; teaching materials, methods, including audio-visual aids, tests, and evaluation. Application of communication and technical devices for selection and evaluation of instructional materials.

211. CURRICULUM AND INSTRUCTION IN SOCIAL STUDIES (5)

Analysis of Social Studies program in secondary curricula; teaching materials, methods, including audio-visual aids, tests, and evaluation. Application of communication and technical devices for selection and evaluation of instructional materials.

212. CURRICULUM AND INSTRUCTION IN FRENCH (5)

Analysis of French program in secondary curricula; methods, teaching materials including audio-visual aids, tests, and evaluation. Application of communications and technical devices for selection and evaluation of instructional materials.

216. PSYCHOLOGY OF INDIVIDUAL BEHAVIOR (3)

Survey of the various ways of viewing human behavior with concentration on the relationship between personality theory, personality disorders, and therapeutic practices. Current concepts in clinical, educational, and mental health programs will be studied.

217. SOCIAL LEARNING THEORY (3)

Critical examination and evaluation of learning theories in educational and counseling psychology. Applications of these learning theories to behavioral control and analyses in the classroom and home.

218. PSYCHOLOGY OF DEVELOPMENT (3)

Survey of developmental theory, the principal changes in human behavior from birth to maturity. Problems of social, vocational, and family adjustment.

219. GROUP PSYCHOLOGY (3)

An intensive laboratory training course in small group dynamics. Techniques of small group leadership are supplemented by experience in group participation. Enrollment limited. ED 200 is recommended as a prerequisite. This course assumes competence in the basic skills taught in 200.

220. RESEARCH METHODOLOGY (3)

Concepts of research. Analysis of the role of research in teaching and counseling. Reading and interpreting research literature. The design, execution, and reporting of research relating to teaching and counseling. Enrollment limited.

221. STATISTICS FOR THE BEHAVIORAL SCIENCES (3)

The application of descriptive and inferential statistical concepts to education and guidance. Enrollment limited.

226. PRINCIPLES AND PROCEDURES IN GUIDANCE (3)

An introduction to the study of pupil personnel services, concepts, and procedures. Staff roles and functions, community resources, professional ethics, and legal aspects. Use of data processing in education, particularly in pupil personnel services.

227. COUNSELING PROCESS AND PROBLEMS (3)

An advanced interpersonal communications course with intensive laboratory training in the skills of personal counseling. This course assumes competence in the basic skills taught in 200.

230. GUIDANCE OF EXCEPTIONAL INDIVIDUALS (3)

Designed to acquaint the student with the problems and current treatment techniques for exceptional children and adults. Discussions will cover the educationally handicapped, the gifted and creative, and children with minimal cerebral dysfunctions, the culturally different, and the socially deviant.

250. EDUCATIONAL FOUNDATIONS I (fall quarter)

A team-taught course designed to blend the areas of educational philosophy, psychology, curriculum and communications. It is designed to provide the student with the broad, substantive background necessary for becoming a professional in education. Prerequisite: Admission to the Teaching Credential Program.

251. EDUCATIONAL FOUNDATIONS II (winter quarter)

Continuation of ED 250, Educational Foundations I.

252. EDUCATIONAL FOUNDATIONS III (spring quarter)

Continuation of ED 251, Educational Foundations II.

270. BASIC ISSUES IN EDUCATION

The theory and practice of thinking critically about issues in present day education. Select issues in teaching and counseling are analyzed which reflect underlying value changes within the school.

271. SCHOOL IN AMERICAN SOCIETY

A study of the school in relation to particular critical problems in American society. Current crises in human image, authority, social direction and others are examined and their implications for educational decision-making are analyzed. For the graduate student with a background in social foundations.

280. CURRICULUM IN ELEMENTARY SCHOOLS

Provides an overall view of content taught in the elementary school in addition to reading, social studies, English, mathematics, science. Emphasis is placed on instructional strategies and the books and materials used in the elementary classroom.

284. ELEMENTARY READING (3)

A survey and study of approaches, methods, and practices in elementary school reading instruction.

285. CHILDREN'S LITERATURE (3)

Exploration of literature written for children; history and development of literature for children—author's, illustrators, and various genres; investigation of strategies for teaching literature as part of the English program; use of varied media and methods of presentation.

286. ADOLESCENT LITERATURE (3)

Emphasis on types of literature, analysis of literary qualities, selection and presentation of literature written for adolescents.

288. RESEARCH IN READING (3)

Designed to provide an exploration into the major contributions to the field of Reading. Emphasis will be placed upon an analysis of current reading practices and trends, and techniques for conducting reading research.

300. OCCUPATIONAL INFORMATION AND PLACEMENT (3)

Theories of vocational and career development. Educational and occupational structures and trends. Techniques of assisting the client in effective use of educational and occupational information in decision-making.

301. ORGANIZATION AND ADMINISTRATION OF GUIDANCE (3)

Methods of implementing and evaluating a guidance program. Problems of relating guidance services to the total curriculum of the school. Legal problems of administering pupil personnel services.

307. MEASUREMENT FOR GUIDANCE (3)

Theory and practice of standardized testing procedures; the applications and limitations of standardized tests; techniques of administering group tests. 221 or its equivalent is recommended prior to enrollment.

308. SEMINAR IN ELEMENTARY GUIDANCE (3)

Survey and discussion of the various theories and practices related to the emerging role of the elementary school counselor. The uniqueness of this role as distinct from counseling at the secondary level will be explored. Enrollment limited.

309. SEMINAR IN SECONDARY GUIDANCE (3)

Survey of recent research concerning trends, problems, and significant issues in counseling and guidance. Presentation of papers together with seminar discussions. Guest speakers. Enrollment limited.

310. INDEPENDENT STUDY (1-5)

Supervised research in special areas of education. Obtain the necessary forms from the Education Department and complete them *prior to registration*.

312. COUNSELING FOR CONTEMPORARY PROBLEMS

Counseling approaches to special problems of youth in the current educational scene such as minority groups, drug abuse and use, hippie culture, etc. Areas of interest and methods of intervention to reflect concerns of the local schools.

320. INTRODUCTION TO TEACHING (fall quarter)

This course is the first part of the experimental sequence (320, 321, and 322). It serves to introduce the student to curriculum and instruction in the public schools at all levels. Not only does the student have an opportunity to discuss problems and issues in contemporary education but he also gains direct experience in teaching through serving as a Teacher Assistant in several situations. Prerequisite: Admission to the Teaching Credential Program.

321. DIRECTED TEACHING I (winter quarter)

Directed teaching under the supervision of an experienced resident teacher in the public schools. Students are assigned to specific teaching positions in the morning while taking coursework in the afternoon (250, 251, and 252), thereby facilitating the interrelating of theory and practice. Prerequisite: 320.

322. DIRECTED TEACHING II (spring quarter)

Continuation of 321.

325. INTERNSHIP SEMINAR (5 to 10)

Responsibility for teaching at least two classes for a school year. Supervision by educational staff and the local school. Seminar discussion of selected teacher problems.

330. COUNSELING PRACTICUM (6)

An internship type of activity which includes supervised experiences in educational, vocational, and personal guidance. Use of counseling procedures for the age level at which the student is preparing to counsel. *Two consecutive quarter terms are required. By permission only.*

331. COUNSELING PRACTICUM (summer session only)

For those who wish to broaden their experience base from school settings to related community services such as Juvenile Probation, Mental Health, etc.

349. COUNSELING FOR COLLEGE (3)

Survey to familiarize high school and junior college counselors with research on college environments and practices for assisting students in college selection.

355. THE LAW, YOUTH, AND EDUCATION

Survey of basic legal principles that affect decisions about education and youth. Presentation and description of illustrative cases.

ENGLISH

100. OLD ENGLISH

101. INTRODUCTION TO LINGUISTICS

102. MODERN GRAMMAR

Prerequisite: 101 or equivalent.

103. THE ENGLISH LANGUAGE

History of origins and development of English as written and spoken in England and America.

104. CRITICISM AND DRAMA

Classical and Neo-classical criticism, especially as it applies to drama. Significant critical works will be read in conjunction with representative plays.

105. CRITICISM AND POETRY

Important criticism and theories from 1798 to the present. Poems will be studied in light of the critical theories.

106. CRITICISM AND FICTION

The theory and criticism of fiction from Flaubert and James to the present time. Representative works of fiction will be studied along with the critical theories.

107. ENGLISH PROSE STYLE

110. CLASSICAL DRAMA

A study of selected Greek and Roman plays in translation.

111. CONTINENTAL DRAMA

A study of selected French, German, and Italian plays of the 17th and 18th centuries in translation.

112. MODERN DRAMA

A study of selected European and American plays of the late 19th and 20th centuries in translation.

113. ENGLISH DRAMA I

The history of the drama in England from the beginning to 1660. Emphasis on Elizabethan and Jacobean dramas. Alternate years.

114. ENGLISH DRAMA II

History of the drama in England from 1660 to 1900. Offered by Theatre Arts Department.

- 115. ENGLISH DRAMA III**
History of the drama in England from 1900 to the present. Offered by the Theatre Arts Department.
- 116. SHAKESPEARE'S TRAGEDIES**
Intensive study of Shakespeare's major tragedies.
- 117. SHAKESPEARE'S COMEDIES**
Intensive study of Shakespeare's major festive and problem comedies.
- 118. SHAKESPEARE'S HISTORIES AND SONNETS**
An intensive study of the *Richard II-to-Henry V* cycle of chronicle plays, and a study of the sonnets.
- 119. AMERICAN DRAMA**
A history of American drama from its beginnings in 1767 to the present.
- 120. THE NEO-CLASSICAL PERIOD**
A study of the non-dramatic literature of England from 1660 to 1798.
- 121. THE ROMANTIC PERIOD**
A study of the non-dramatic literature of England from 1798 to 1832. Emphasis on poetry.
- 122. THE VICTORIAN PERIOD**
A study of the nondramatic literature of Britain from 1832 to approximately 1900.
- 124. THE ENGLISH NOVEL I**
A study of the English novel during the 18th Century.
- 125. THE ENGLISH NOVEL II**
A study of the novel in England during the 19th Century.
- 126. THE AMERICAN NOVEL**
A study of the development of the novel in America from Cooper to Faulkner. Winter term.
- 127. THE MODERN NOVEL**
Readings of selected major works of modern English, American, and Continental novelists.
- 130. MAJOR AMERICAN WRITERS I**
A study of American authors up to 1865.
- 131. MAJOR AMERICAN WRITERS II**
A study of American authors from 1865 to the present.

144. COMPARATIVE LITERATURE I

A study of classical forms, themes, and stylistic devices and their specific influence and effect on English literature. Alternate years.

145. COMPARATIVE LITERATURE II

A study of the major forms and themes of modern Continental literature and their influence on English literature.

152. CHAUCER I

A study in Middle English of the major works of Geoffrey Chaucer, with emphasis on Chaucer's language and sources.

153. CHAUCER II

A study in Middle English of the major works of Geoffrey Chaucer, with emphasis on his language and sources. Either 152 or 153 will satisfy major requirement.

155. THE MEDIEVAL PERIOD

A study in translation of the major movements in English literature from the Norman Conquest to 1485.

156. THE RENAISSANCE

A study of the non-dramatic literature of England from 1485 to 1603.

157. THE SEVENTEENTH CENTURY

A study of the non-dramatic literature of England from 1603 to 1660.

158. MILTON

A study of the major works, with emphasis on *Paradise Lost*.

160. MODERN ENGLISH LITERATURE

A study of the non-dramatic literature of England from 1900 to the present.

165. CONTEMPORARY LITERATURE

A study of contemporary fiction, poetry, and criticism.

171. WRITERS' WORKSHOP I

A laboratory course designed to give the student instruction and direction in writing. Permission of instructor required.

172. WRITERS' WORKSHOP II

173. WRITERS' WORKSHOP III

174. ADVANCED COMPOSITION

A course designed primarily for prospective teachers. Practice in writing combined with discussion of the problems of writing and the teaching of writing.

199. DIRECTED READING

Under very special circumstances a student may arrange with a professor for a course in directed reading. Under no circumstances may directed reading be taken in a subject that is offered in a regularly scheduled course available to the student. Permission of chairman required.

Graduate Courses

200. OLD ENGLISH (5)

201. SEMINAR IN POETRY (5)

202. SEMINAR IN CRITICISM (5)

203. SEMINAR IN DRAMA (5)

204. SEMINAR IN FICTION (5)

205. SEMINAR IN SATIRE (5)

210. ADVANCED LINGUISTICS (5)

212. MIDDLE ENGLISH (5)

216. SEMINAR IN SHAKESPEARE (5)

220. SEMINAR IN NEO-CLASSICAL LITERATURE (5)

221. SEMINAR IN ROMANTIC LITERATURE (5)

222. SEMINAR IN VICTORIAN LITERATURE (5)

230. SEMINAR IN AMERICAN LITERATURE (5)

244. SEMINAR IN COMPARATIVE LITERATURE (5)

252. SEMINAR IN CHAUCER (5)

255. SEMINAR IN MEDIEVAL LITERATURE (5)

256. SEMINAR IN RENAISSANCE LITERATURE (5)

260. SEMINAR IN MODERN LITERATURE (5)

299. DIRECTED RESEARCH (5)

Permission of instructor and chairman required.

300. THESIS (5-10)

Thesis may be taken for 5 or 10 units which may be applied to course requirements. Students may register for English 300 only after a thesis supervisor has been appointed.

FRENCH

130. SIXTEENTH CENTURY

Rabelais, the Pleiade Poets, Montaigne.

140. SEVENTEENTH CENTURY

Study of the intellectual currents surrounding the classic period.

150. EIGHTEENTH CENTURY

Voltaire, Rousseau, Diderot.

160. NINETEENTH CENTURY I

Studies in the poetic and dramatic movements of the Nineteenth Century, with emphasis on the Romantics and the Symbolists.

161. NINETEENTH CENTURY II

Stendhal, Balzac, Flaubert, Zola and others, with emphasis on the Realist and Naturalist movements.

170. TWENTIETH CENTURY I

Contemporary poetry and drama.

171. TWENTIETH CENTURY: *Prose*

Main humanist and stylistic currents in the modern prose from "*la belle époque*" to *le nouveau roman*.

172. TWENTIETH CENTURY III: *Cinema*

Origins and development of French film with screening and *travaux pratiques*.

185. FRENCH APPLIED LINGUISTICS

Aspects of French phonology, morphology and syntax, designed for prospective language teachers. Prerequisite to the MAT in French.

190. DIRECTED READING

May be taken only by permission of the department chairman.

Graduate Courses

200. HISTORY OF THE FRENCH LANGUAGE (5)

210. FRENCH CIVILIZATION (5)

Studies in French history, institutions, art, and contemporary affairs.

220. SEMINAR IN POETRY (5)

230. SEMINAR IN DRAMA (5)

240. SEMINAR IN PROSE (5)

280. TOPICAL SEMINARS (5)

Variable topics in the language and literature. Under advice, seminars may be repeated for credit.

290. DIRECTED RESEARCH (1-5)

Permission of M.A. Director and of instructor required.

HISTORY

100. PRO-SEMINAR IN THE THEORY AND PRACTICE OF HISTORY

Restricted to history majors. Practical and theoretical problems of the historian. A critical study of historical writing in a specific area of history. Research and composition are emphasized.

108. WOMEN IN WESTERN SOCIETY

A survey of the role of women in European and American history emphasizing changing attitudes toward women, and the struggle for political, legal and economic equality.

122. THE MIDDLE AGES

Europe from the end of the ancient world to the eve of the era of discoveries. The development of European societies and institutions; the feudal system, the monarchies, the church and the towns. The advancing of the frontiers of Europe.

123. TOPICS IN EARLY MODERN EUROPE

A course treating some specific aspect of European history from the fourteenth through the eighteenth centuries. Topics might include: The Italian Renaissance, The Diplomacy of the Old Regime, Calvinism, the Counter Reformation and Revolution.

124. SPAIN

Medieval origins of the Spanish kingdoms and the development of Spanish society. The age of discovery and the Siglo de Oro. European power and overseas empire. Crises of the nineteenth and twentieth centuries.

125. FRANCE IN THE ANCIENT REGIME

A historical study of the development of French society, institutions, thought and culture from the mid-fifteenth century to 1789; and the political and cultural relations of France with the rest of Europe in these years.

126. FRANCE, 1770-1871

A study of causes, course and consequences of the Revolution and the Napoleonic period; Orleanist, republican and imperial experiment.

127. FRANCE, 1871-1970

Republican France during the age of materialism, la belle epoque, and World War I; contemporary France during the inter bellum period, World War II, and the Fifth Republic.

128, 129. GERMANY

A history of the social, economic, political, and cultural development of the German nation. 128, Germany from 1640 to 1890; 129, Germany from 1890 to the present.

130. IRELAND, 1782-1970

A study of Irish history since the Reformation emphasizing the conflict between the Protestant Ascendancy and the Catholic population. The successive struggles for home rule and an independent republic. The modern division of Ireland.

131, 132. ENGLAND

The growth of the English state and constitution. The continental ambitions of England during the Middle Ages. The Tudors and the English reformation. The constitutional struggle under the Stuart monarchs. The development of the modern English government emphasizing the political reforms of the nineteenth century. Britain's role in the modern world.

133. BRITISH COMMONWEALTH

A study of developments in the British Empire in modern times. The rise of the free dominions and the emergence of autonomous states within that system.

135. HISTORY OF RUSSIA

From the establishment of the Kievan state through the reign of Elizabeth (1762). Concentration upon Muscovite Russia, Peter, and the era of palace revolutions.

136. HISTORY OF RUSSIA

From Peter III's reign (1762) to the fall of the Russian monarchy in 1917. Nineteenth century radicalism, political thought, and culture stressed.

137. HISTORY OF USSR

The evolution of the modern Soviet State from the Bolshevik revolution, to the deposition of Khrushchev. Emphasis on the causes of the Bolshevik revolution, the emergence of USSR as a world power, and Soviet foreign policy.

138. HABSBURG AND EAST CENTRAL EUROPEAN HISTORY

Emergence of the medieval kingdoms of Poland, Hungary, and Bohemia. The rise of the House of Austria. Social and institutional patterns, problems of modernization and reform. Growth of nationalism and the dissolution of the Habsburg Empire.

139. EAST-CENTRAL EUROPE 20TH CENTURY

East-Central Europe from the Treaty of Versailles through the present day. Emphasis on social and institutional patterns in the inter-war period and on the emergence and nature of the post-World War II socialist regimes in Poland, Yugoslavia, Rumania, Bulgaria, and Czechoslovakia.

141. 19TH CENTURY EUROPEAN NATIONALISM

Selected topics in 19th century European history, emphasizing nationalist expansion during the age of Metternich, the creation of Germany and Italy, the late 19th century imperial rivalries.

142. THE AGE OF TOTALITARIAN STATES

Selected topics in 20th century European history emphasizing Fascist and Communist relations with the democratic nations.

144. EUROPEAN DIPLOMATIC HISTORY

A study of the relations of the major European powers since 1870, with emphasis on the economic, political and social forces which influenced these relations.

146. EUROPEAN INTELLECTUAL HISTORY

A study of the main currents of European thought during the period of the Enlightenment of the French Revolution.

147, 148. EUROPEAN INTELLECTUAL HISTORY

A study of the main currents of European thought during the period of the Enlightenment and the French Revolution. Hegel, Marx, liberalism, traditionalism, and imperialism; socialism and revolutionary movements of the 20th century.

150, 151. ISLAM

151: Rise of Islam and the development of the Khalifat. Social, political and economic history: AD 600-1250. 152: Fragmentation of the Muslim world and the development of the Ottoman Empire: AD 1250-1800.

152. BALKAN AND OTTOMAN HISTORY

Byzantine and Balkan Empires before 1453. Rise of the Ottoman dynasty, conquests of Anatolia and the Balkans. Development of the Ottoman social and political institutions from Mohammed the Conqueror to Suleiman the Magnificent. Causes of decline and reforms during the 19th century. Rise of Balkan nationalism and the disintegration of the Empire.

153, 154, 155. AFRICA

Africa to 1600; Africa 1600-1850; Africa after 1850. These three courses are designated to offer a basic and intensive historical survey of African cultural institutions, and social and political forces.

156. MODERN JAPAN

Demise of the Tokugawas. Meiji restoration and enlightenment. The liberal movement. Socio-economic transformations. Continental expansion. The democratic experiment. Meiji-Taisho social movements. Special reference to ultra-nationalistic movements. The "Greater East Asia War." Post-war recovery.

157. INDOCHINESE PENINSULA: FROM COLONIALISM TO NATIONALISM

A study of political developments from mid-nineteenth century Anglo-French imperialism to the emergence of national states. Particular reference to indigenous nationalist movements in French colonial areas and the modern transition in Thailand.

158. MODERN CHINA

Sociopolitical changes from the late Ch'ing Reform Movement. Special emphasis on modern revolutionary movements, political history of the Kuomintang period, and the rise of the Chinese Communist Party.

159. INTELLECTUAL HISTORY OF EAST ASIA

Great intellectual traditions of Asia: A historical survey. Introduction to Brahminism, Theravada Buddhism, Mahayana Buddhism, Confucianism, Taoism and Shintoism.

164. THE INTER-AMERICAN COMMUNITY

A history of the political, economic and social relations between the countries of the two Americas and their activities in regional and world organization.

165. ARGENTINA

Political, social and economic developments in this leading country of South America from pre-Columbian times to the present, with special emphasis on its modern national development.

166. MEXICO

A history of Mexico from the Mayas and Aztecs to the present. Special emphasis on those factors of the more recent national period, which have contributed to the development of the Mexican national character.

167. BRAZIL

An analytical study of Brazil's past and present: the colonial era, the New World monarchies of Pedro I and II, the Republic. Emphasis on social and economic developments.

168. LATIN AMERICA: THE NINETEENTH CENTURY

A topical development of Latin America from severance of colonial ties through the experiences of early nationhood: conservatism and liberalism, the caudillos and sectionalism, dictatorship and the oligarchies, nationalism and its consequences. Patterns of cultural growth and of foreign affairs.

169. CONTEMPORARY LATIN AMERICA

A topical study of twentieth century political, economic and social life. The dynamics of traditional legacies and reform programs. Ideals and realities of interamerican relations. Cultural characteristics. Present trends and prospects.

170. COLONIAL AMERICA, 1607-1765

An examination of American history from the founding of Jamestown to the conclusion of the Great War for Empire

171. TO THE HARTFORD CONVENTION: UNITED STATES, 1789-1815

An intensive examination into the development of the new nation from the Constitution through the War of 1812, emphasizing the formation of political parties, Jeffersonian "democracy," cultural and diplomatic chauvinism, and needs for further study.

172. THE RISE OF JEFFERSONIAN DEMOCRACY

The development of the new nation from the Constitution through the War of 1812, emphasizing the formation of political parties, Jeffersonian democracy and cultural nationalism.

173. NATIONALISM AND SECTIONALISM

The social and political reforms and the economic changes between 1851 and the Compromise of 1850, with emphasis on intersectional rivalry.

174. THE UNION IN CRISIS

A study of major aspects of the Civil War and the problems of reconstruction; the abolitionists, the rise of the Republican party; the conduct of the war; the role of the free Negro, constitutional readjustment; the rise of the new south.

176, 177. DIPLOMATIC HISTORY OF THE UNITED STATES

Critical study of the international relations of the United States, and of the economic, political, social and public opinion forces influencing the development of American policy.

181. THE RISE OF THE CITY

An historical study of the growth and development of the American city and its impact on all aspects of American life.

182. BLACK RESPONSE TO MODERN AMERICA

A study of the social and political institutions developed by the Black community to deal with the discrimination of the dominant society since 1877.

183. SOCIAL MOVEMENTS IN TWENTIETH CENTURY AMERICA

Popular movements for change, and against it. An investigation of the response of the American people to the problems of modern industrial society. Labor, women's rights, black activism, anti-radicalism, Ku Klux Klan, peace movement, and others.

184. RECENT UNITED STATES HISTORY

A study of the United States since World War II. Emphasis on the impact of the Cold War on both domestic and foreign policy.

187. THE WEST

The spread of the frontier and the emergence of special western problems. The west as a force in United States history and culture, and its effects.

189. CALIFORNIA

The history of California, with major attention given to the period following its annexation to the United States.

190. HISTORIOGRAPHY

A critical and historical study of the writings of great historians from antiquity to the present, relating them to the philosophical currents and social realities of their times; problems in contemporary historiography.

198. COLLOQUIUM

Group meetings for reading, research, and discussion of selected historical problems and periods.

198.01 England

198.02 Early Modern Europe

198.03 Recent Europe

198.04 Russia

198.05 East Asia

198.06 Latin America

198.07 The United States

198.08 California

198.09 Africa

198.10 Revolution

199. INDIVIDUAL STUDY

Directed reading in source materials and pertinent secondary works dealing with selected historical problems.

220. SEMINAR IN MEDIEVAL HISTORY (5)

230. SEMINAR IN EARLY MODERN EUROPE (5)

240. SEMINAR IN MODERN EUROPEAN HISTORY (5)

250. SEMINAR IN EAST ASIAN HISTORY (5)

260. SEMINAR IN HISPANIC AMERICAN HISTORY (5)

270. SEMINAR IN UNITED STATES HISTORY (5)

275. SEMINAR IN DIPLOMATIC HISTORY (5)

280. SEMINAR IN NORTH AMERICAN HISTORY (5)

290. SEMINAR IN AFRICAN HISTORY (5)

298. DIRECTED RESEARCH (5)

300. THESIS (5-10)

MATHEMATICS

101. A SURVEY OF GEOMETRY

Topics from projective, advanced Euclidean and non-Euclidean geometries.

102. ADVANCED CALCULUS I

Vector calculus, functions of several variables, elliptic integrals, line integrals, uniform convergence, introduction to Fourier series.

103. ADVANCED CALCULUS II

A continuation of Mathematics 102, with additional advanced topics.

105. THEORY OF FUNCTIONS OF A COMPLEX VARIABLE

Analytic functions, Cauchy integral theorems, power series, conformal mapping, Riemann surfaces. Prerequisite: 103.

111. ABSTRACT ALGEBRA I

Topics from theory of groups. Prerequisites: 52 and 53 or equivalents.

112. ABSTRACT ALGEBRA II

Rings and ideals, algebraic extensions of fields, Galois theory. Prerequisite: 111.

113. TOPOLOGY

Theory of sets, metric spaces, topological spaces, and transformations.

122. PROBABILITY AND STATISTICS I

Axioms and basic laws, independence, distributions, random variables, expectation.

123. PROBABILITY AND STATISTICS II

Statistical inference, point estimation, statistical hypotheses, analysis of variance.

133. LOGIC AND FOUNDATIONS

Deductive theories. Theories and models. Consistency, completeness, decidability. The theory of models. The cardinality of models. Some related topics of metamathematics and foundations.

134. SET THEORY

Naive set theory. Cardinal and ordinal arithmetic. The axiom of choice and the continuum hypothesis. Axiomatic set theory.

153. INTERMEDIATE ANALYSIS I

A rigorous investigation of the real number system. Concepts of limit, continuity, differentiability of functions of one variable. Theorems of differential and integral calculus. Prerequisite: 103.

154. INTERMEDIATE ANALYSIS II

Continuation of Math 153.

164. COMPUTER LANGUAGE AND AUTOMATA THEORY

Investigation of various languages such as ALGOL, BASIC, APL. Turing machines, algorithms and introductory simulation.

165. MATHEMATICAL STRUCTURE OF COMPUTERS

Machine language programming. Mathematical logic and logical design of a digital computer.

166. NUMERICAL ANALYSIS

Interpolation formulas. Numerical differentiation and integration, numerical solution of algebraic, transcendental and differential equations. Prerequisite: 102.

168. DIFFERENTIAL GEOMETRY

Introduction to curves and surfaces. Differential forms, Frenet formulas, frame fields, differentiation on surfaces. Prerequisite: 53 or equivalent.

172. PROBLEM SOLVING

Use of induction, analogy and other techniques in solving mathematical problems.

175. THEORY OF NUMBERS

Fundamental theorems on divisibility, primes, congruences. Number theoretic functions. Diophantine equations. Quadratic residues. Introduction to theory of binary quadratic forms.

179. MATRIX THEORY

Linear transformation, matrices and determinants, quadratic forms, Cayley-Hamilton theorem.

190-195. INDEPENDENT STUDY

Reading and investigation for superior students under direction of a staff member.

270. ADVANCED TOPICS FOR SECONDARY SCHOOL TEACHERS I (5)

Special topics in geometry, topology, combinatorial mathematics, algebra and number theory for secondary school teachers of mathematics.

271. ADVANCED TOPICS FOR SECONDARY SCHOOL TEACHERS II (5)

Continuation of 270.

290. MASTER'S THESIS

The goal of the M.S.T.M. thesis is to make an original written contribution in the field of mathematics teaching, a contribution that will be useful to a teacher. Thus, this thesis is not meant to be research-oriented as preparation for employment in industry or in the pursuit of a Ph.D. Neither is it to be merely a "busy-work" project completed only to satisfy tradition, but otherwise irrelevant. Instead, it is supposed to be a mathematical treatise (not an educational study) on some topic appropriate to the secondary curriculum, written with mathematical rigor and precision.

291-295. INDEPENDENT STUDY

For students in the M.S.T.M. program.

SPANISH

100. ADVANCED SPANISH COMPOSITION, READING AND CONVERSATION I*

Required of all majors and minors.

101. ADVANCED SPANISH COMPOSITION, READING AND CONVERSATION II*

A continuation of Spanish 100. Required of all majors and minors. Completion of SP 100, 101 or evidence of equivalent preparation will admit students to courses in literature.

105. SPANISH PRONUNCIATION AND INTONATION (5)

Systematic study of the pronunciation and intonation of modern Spanish. Intended for majors, minors and prospective teachers needing further perfection of these skills. Individual diagnoses. Daily laboratory recording exercises. Prerequisite: 22 or equivalent.

120. SURVEY OF SPANISH LITERATURE I*

Readings in Peninsular Spanish literature from the beginnings to 1680.

121. SURVEY OF SPANISH LITERATURE II*

Readings in Peninsular Spanish literature from 1680 to the present.

130. SURVEY OF LATIN-AMERICAN LITERATURE I*

Readings in Latin-American literature from the Colonial period to about 1888.

131. SURVEY OF LATIN-AMERICAN LITERATURE II*

Readings in Latin-American literature from the Modernista movement to the present.

140. MODERN LATIN-AMERICAN LITERATURE I

Study of major Latin-American writers of the late nineteenth and early twentieth centuries, with emphasis on the novel.

141. MODERN LATIN-AMERICAN LITERATURE II

A continuation of 140 but may be taken independently.

145. CONTEMPORARY LATIN-AMERICAN LITERATURE I

Study of the major Latin-American writers of the mid-twentieth century.

146. CONTEMPORARY LATIN-AMERICAN LITERATURE II

A continuation of 145 but may be taken independently.

*The above courses are not applicable to the MAT in Spanish.

150. TWENTIETH CENTURY SPANISH LITERATURE

A study of the major writers of Spain from 1898 to 1936.

160. THE SPANISH GOLDEN AGE I

Major Spanish works of the sixteenth and seventeenth centuries, with particular emphasis on nondramatic literature.

161. THE SPANISH GOLDEN AGE II

Major works of the seventeenth century, with emphasis on the drama.

165. CERVANTES

Readings from *Don Quijote* and the *Novelas ejemplares*.

175. SPANISH APPLIED LINGUISTICS I

Detailed scientific analysis of the phonology of modern Spanish. Contrastive analysis of Spanish and English sound systems. Designed for prospective language teachers.

176. SPANISH APPLIED LINGUISTICS II

Detailed scientific analysis of the morphology and syntax of modern Spanish. Contrastive analysis within the Spanish structure system, and between Spanish and English structure system. Prerequisite: 175.

190. DIRECTED READING

May be taken only by permission of the department chairman.

Graduate Courses

200. HISTORY OF THE SPANISH LANGUAGE (5)

220. SEMINAR IN PENINSULAR SPANISH LITERATURE (5)

Topic will vary. Seminar may be repeated for credit any number of times.

230. SEMINAR IN LATIN-AMERICAN LITERATURE (5)

Topic will vary. Seminar may be repeated for credit any number of times.

240. THE MEXICAN NOVEL (5)

Chronological study of the development of the novel in Mexico.

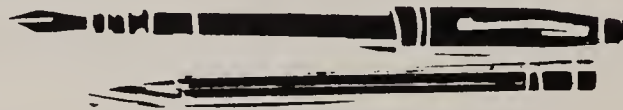
255. CONTEMPORARY SPANISH LITERATURE (5)

A study of the major writers of Spain since 1936.

290. DIRECTED RESEARCH (1-5)

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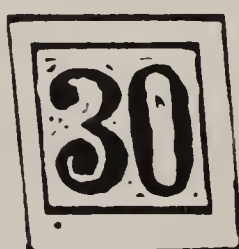
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